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ABSTRACT

The study identified the perceptions of American Indian and non-Indian teachers of Indian students in order to determine the effect of their perceptions on the reading achievement of Indian first-grade students. Subjects were 4 female teachers of 72 Indian first-grade students enrolled in Federal elementary schools located in North Central Mississippi and operated by the Bureau of Indian Affairs, Choctaw Agency, Philadelphia, Mississippi. During the first week of September 1976, the students were given the Metropolitan Readiness Test to determine their initial reading readiness. At this time, the Adjective Check List was administered to the teachers to determine their perception of the students. For 25 weeks, the students were taught using the same instructional programs. After the 25 weeks, the students were administered the Metropolitan Achievement Test. Data were analyzed using three statistical models: analysis of variance of perceptions, analysis of covariance of reading achievement, and multiple regression analysis of correlation between perceptions and reading achievement. In all cases, raw score data and a difference was considered significant at the .05 level. Findings indicated that: Indian teachers' perceptions of Indian students were more positive than non-Indian teachers' perception; no significant differnece existed between the reading achievement of Indian first grade students taught by Indian or non-Indian teachers; there was a significant correlation between teacher perception and reading achievement. (NQ)

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THE RELATIONSHIP BETWEEN INDIAN TEACHERS' AND NON-INDIAN TEACHERS' PERCEPTIONS OF INDIAN FIRST-GRADERS AND STUDENT ACHIEVEMENT IN READING

by

J. Romily Enochs

1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Studies by Rosenthal and Jacobson (1968), Brophy and Good (1970), Rubovits and Maehr (1971), and others have shown that the relationship between teacher perception of students and student achievement can be measured and that teacher perception of students has a significant bearing on the learning process and achivement of students. According to Johnson, et al. (1964), there are methods to improve teacher perception of students. If students feel that they are being perceived negatively by their classroom teachers, the children's achivement in these classrooms will have a direct relationship to the perception.

The importance of achievement in reading, according to Robinson (1970), dominates the elementary school curriculum. In the early school years, there is more time devoted to instruction in reading than any other subject area. This is also true from an historical perspective. Robinson (1970) also stated that reading is a deciding factor for the general achievement in school. If a student in the elementary school has not learned to read successfully on his grade level, then he is considered a failure.

That a relationship between teacher perception of students and student achievement in the area of reading is important, is well documented in the

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literature. Further research is needed to determine if there is a relationship between teacher perception of students and student achievement in the area of reading.

PURPOSE OF THE STUDY

The purpose of this study was to identify the perceptions of Indian teachers of Indian students and non-Indian teachers of Indian students in order to determine the effect of the perceptions upon the reading achievement of Indian first-grade students.

HYPOTHESES

1. Indian students taught by Indian teachers will not differ significantly when rated by their teachers on the following perceptions as measured by the Adjective Check List (1964) developed by the National Opinion Research Center Study from Indian students rated by non-Indian teachers on the same scale: Likable, Unlikable, Scholastic Stereotype, and Sensitivity.

2. When initial readiness is statistically controlled, Indian students taught by Indian teachers will not differ significantly in total reading achievement when compared to Indian students taught by non-Indian teachers.

3. There will be no significant correlation for any combination of the perceptions of Indian students observed by their teachers and academic achievement of the students in total reading achievement.

THE SAMPLE

The population of the study consisted of 72 Indian first-grade students enrolled in federal elementary schools located in North Central Mississippi and operated by the United States Department of the Interior, Bureau of Indian Affairs, Choctaw Agency, Philadelphia, Mississippi.

Four teachers of Indian first-grade students were used as the instructors for the study. Two teachers were Indian, and two teachers were non-Indian. All of the teachers were females who expressed a willingness to work within the study. They held valid certification in the field of elementary education.

INSTRUMENTATION

A pre-test and post-test research design was used in the study. The pre-tests, the Metropolitan Readiness Test (Level II, Form P, 1974 edition) and the Adjective Check List (1964) developed by the National Opinion Research Center at the University of Chicago, were used to control initial readiness of the Indian first-grade students, and to determine teacher perception.

The post-test, the Metropolitan Achievement Test (Primary I Level, Form F, 1970 edition), was used to measure the achievement in reading of the Indian first-grade students.

The Metropolitan Readiness Test (1974) is partitioned into six areas of reading readiness. The following areas were tested in order to compile a total reading readiness score: (1) Beginning Consonants, (2) Sound-Letter Correspondence, (3) Visual Matching, (4) Finding Patterns, (5) School Language, and (6) Listening. Although all six areas were acquired in deriving the total reading readiness score, only the total raw score

was used.

The Adjective Check List (1964) is composed of 33 adjectives and is partitioned into four subscales: (1) Likable, (2) Unlikable, (3) Scholastic Stereotype, and (4) Sensitivity. All of these subscales were of immediate concern to the study.

The Metropolitan Achievement Test (1970) is partitioned into four areas of reading achievement: (1) Word Knowledge, (2) Word Analysis, (3) Reading Sentences, and (4) Reading Stories. Only the total reading score was of immediate concern to the study.

COLLECTION AND ANALYSIS OF THE DATA

During the first week of September of the 1976-77 academic school year, the Indian first-grade students were given the Metropolitan Achievement Test (1974) in order that initial readiness in reading could be determined. At this time, the Adjective Check List (1964) was administered to the four teachers in the study in order to determine teacher perception of the students.

For a period of 25 weeks, the Indian first-grade students were taught using the same programs of instruction. After 25 weeks of instruction, the students were administered the post-test of reading achievement, the Metropolitan Achievement Test (1970), during the first week of March of the 1976-77 academic school year.

Three stattistical models were employed for data analysis: (1) Least-squares analysis of variance of perceptions on the Adjective Check List (1964), (2) Least-squares analysis of covariance of reading achievement on the Metropolitan Achievement Test (1970), and (3) Multiple regression analysis of

correlation between perceptions on the Adjective Check List (1964) and reading achievement on the Metropolitan Achievement Test (1970). In all cases, raw score data and a difference was considered significant at the .05 level.

When an analysis of variance statistical model suggested by Harvey (1960) was applied to the means of Indian and non-Indian teacher perceptions of the Indian first-grade students, it showed that a significant difference existed between the perceptions of the two groups.

The results of the analysis indicated that Indian teachers' perceptions of Indian students are more positive than non-Indian teachers' perceptions of Indian students.

A least-squares analysis of covariance statistical procedure was utilized to determine if differences were significant in reading achievement of the Indian first-grade students taught by Indian and non-Indian teachers. The covariate solution used was the Metropolitan Readiness Test (1974), which was used to control initial reading readiness of the Indian first-grade students. The criterion measurement was total reading achievement of the Indian first-grade students as measured by the Metropolitan Achievement Test (1970).

Analysis of the difference between the means of students taught by Indian and non-Indian teachers showed that no significant difference existed between the reading achievement of the two groups.

A multiple regression statistical model was employed to find the significance of the multiple correlation between the four subscales on the Adjective Check List (1964) set of perceptions of Indian first-grade students observed by their teachers and the total reading achievement on the Metropolitan Achievement Test (1970) of the students.

Analysis of the multiple correlation between teacher perceptions and reading achievement showed that a positive correlation existed only on the Scholastic Stereotype scale of the Adjective Check List (1964).

EVALUATION OF HYPOTHESES

1. Since the results of the analysis indicated that Indian teachers' perceptions of Indian students are more positive than non-Indian teachers' perceptions of Indian students, the first null hypothesis was rejected.

2. No significant difference difference existed between the reading achievement of Indian first-grade students taught by Indian teachers or non-Indian teachers. Thus, the second null hypothesis was not rejected.

3. Since there was a significant correlation found between teacher perception and reading achievement in statistical analyses, the third null hypothesis was rejected.

RECOMMENDATIONS

Based upon the analyses of data in the study, the following recommendations were made:

1. A follow-up study using the same procedures and subjects at the end of their second and third years in school would be interesting and informative. This would help to ascertain if teacher perception at other levels effects the reading achievement of the Indian students.

2. Check lists, tests, and semantic differential scales which measure teacher perception are difficult to find in the literature. Therefore, it would seem that further study in the development of new instruments to measure teacher perception would be appropiate. This would give educators

and researchers instruments to measure teacher perception more objectively. Alternate instruments are needed for further assessment of the various aspects of teacher perception.

3. The relationship between teacher perception and reading achievement has been researched less than most areas of elementary education and offers opportunity for more study. Research findings in the area of teacher perception and the relationship to reading achievement are limited. Due to this, further study is appropiate, using students other than Indians, larger populations, different grade levels, varying levels in reading achievement, and in other geographic areas, to determine whether comparable results can be expected when similar procedures as used in this study are employed.

TABLES

Table 1

Comparison of Perceptions of Indian First-Grade Students

Held by Indian and Non-Indian Teachers

Criteria (Adjective Check List)	Indian Teachers		Non-Indian Teachers		
	Least-Squares Means ($\bar{X}$)	Standard Deviation (SD)	Least-Squares Means ($\bar{X}$)	Standard Deviation (SD)	F
Likable Scale	4.58	9.49	1.03	1.10	4.58*
Unlikable Scale	1.20	3.13	.64	1.02	1.00
Scholastic Stereotype Scale	2.20	2.98	.52	.57	10.31**
Sensitivity Scale	12.31	.95	6.64	.82	719.38**

*Significant at the .05 level $F \geq 3.98$ (df = 1,70)

**Significant at the .01 level $F \geq 7.01$ (df = 1,70)

Table 2

Results of Analysis of Covariance Comparing Adjusted Means in Total Reading Achievement of Indian Students when Overall Readiness is Employed as a Covariate

Source of Variation	df	Mean Squares	F
Covariate (MRT)	1	1499.40	27.64**
Groups (Between)	1	149.49	2.76
Residual (Within)	69		

Significant at the .05 level $F \geq 3.98$

** Significant at the .01 level $F \geq 7.01$

Table 3

Comparison of Adjusted Post-Test Means of Total Reading Achievement for Indian First-Grade Students Taught by Indian and Non-Indian Teachers

Criterion	Choctaw Teachers ($\bar{X}$)	Non-Choctaw Teachers ($\bar{X}$)
Total Reading Achievement	21.99	24.89

Table 4

Results of Multiple Regression Correlating Perceptions of Teachers Toward Indian Students Total Reading Achievement

Source of Variation	Multiple R	Multiple R^2	Changes in R^2	Simple R	F
Forced					
Total Readiness (MRT)	.527	.278	.278	.527	26.97**
Free					
Scholastic Stereotype Scale	.594	.353	.075	-.447	8.03**
Unlikable Scale	.601	.361	.008	-.398	.84
Sensitivity Scale	.603	.363	.003	-.193	.28
Likable Scale	.606	.368	.004	-.444	.42

Significant at the .05 level $F \geq 3.98$

** Significant at the .01 level $F \geq 7.01$

ADJECTIVE CHECK LIST

ADJECTIVE CHECK LIST

Please check the adjectives you believe to be characteristics of the Indian child:

1. _____ Witty
2. _____ Impetuous
3. _____ Cautious
4. _____ Cooperative
5. _____ High strung
6. _____ Poised
7. _____ Outgoing
8. _____ Intellectual
9. _____ Forceful
10. _____ Dominant
11. _____ Idealistic
12. _____ Talkative
13. _____ Hard driving
14. _____ Ambitious
15. _____ Obliging
16. _____ Middle brow
17. _____ Athletic
18. _____ Moody
19. _____ Good looking
20. _____ Fun loving
21. _____ Reserved
22. _____ Methodical
23. _____ Calm
24. _____ Shy
25. _____ Easy going
26. _____ Quiet
27. _____ High brow
28. _____ Happy
29. _____ Cultured
30. _____ Rebellious
31. _____ Lazy
32. _____ Energetic
33. _____ Sophisticated

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